

# **THE APPLICATION OF SYNECTICS MODEL TO IMPROVE STUDENTS' SPEAKING ABILITY IN SENIOR HIGH SCHOOL**

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## **ABSTRACT**

This study deals with the application of synectics model to improve students' speaking ability in senior high school. This research was conducted by applying Classroom Action Research with two cycles in six meetings. The subject of this study was a class in the second year students of SMA SWASTA NURUL HASANAH. There were 24 students that participated in this research. The qualitative data were taken from the diary notes, interview sheet, observation sheet, and questionnaire sheet and the quantitative data was taken from the test result and done in a pre test and the two test. The result of the quantitative data indicate that the score of the students improved from cycle I to cycle II with a pre-test mean of 45.20, the test of cycle I was 46.79 and the test of cycle II was 77.83. The result based on the data above, it can be concluded that the application of synectics model was significantly improved students' speaking ability.

*Key words: Speaking, Synectics, test, data.*

## **INTRODUCTION**

### **Background of the Study**

English as a means of communication. Meanwhile, in Indonesia, English is considered as a foreign language (EFL). English serves as an international language, consequently many communities in many countries in this world use it in every aspect of human life, such as communication, economics, education, science and technology. In accordance with the importance of English for communication, the Indonesian government has endeavored to improve the system of education and human resources development in realizing the objectives of national education.

Teaching speaking in Senior High School in Indonesia is one of the main focuses in English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students in Senior High School are directed to have life skill for communication to meet the need job opportunity, besides they can continue their study to the higher level. That is why the government chosen instructional materials based on notional and functional syllabus to acquire communicative competence in English. But teacher found some of problem when they teaching English in class.

One of the weaknesses which they have in learning English, according to the researcher's observation, is speaking ability. Their English speaking ability is still low. The indicators of the problems are as follows: First, the students feel shy to express their ideas in English. Second, the students do not know how to apply different transactional and interactional expressions in different situations. Third, the students are afraid of making mistakes in

grammar, pronunciation, and intonation; Fourth, the students are afraid to be laughed at by others and they have no courage to express their own English ability; And finally, they never use English in their daily communication either inside, or, moreover, outside the class because of their limited vocabulary.

Based on Helen Wilkie (2001) states that in diagnosing the learning situation, teachers are required to design the teaching techniques that will make the students easy to follow and understand the lessons given. Besides, in teaching English, the teacher has to be able to make the students participate in discussing the materials actively, so that they will be able not only to understand what they are learning in the class but also to express their ideas in English orally. The most important thing to carry out in English teaching is that the teacher has to be able to use an appropriate approach, strategy, and model of teaching.

There are several models which are frequently used by the teacher to teach speaking. According to the writer the model which is appropriate to the characteristics condition of the for developing their speaking ability is Synectics model . In this case the researcher applied Synectics Model to solve the problem in order to improve students' speaking ability.

**Synectics** was based on a simple concept for problem solving and creative thinking - you need to generate ideas, and you need to evaluate ideas. Synectics was adapted by William Gordon (1961a). In classroom it is introduced to students in a series of workshop until they can apply the procedure individually and in cooperative groups, With these assumptions in mind, Synectics believes that people can be better at being creative if they understand how creativity work.

Related to the explanation above and in order to fulfill the speaking competency, writer would like to conduct a study on speaking ability by choosing Synectics model to improve students' speaking ability especially in Senior High School in Second Grade.

#### *Research Problem*

In line with the background of the study a research problem is formulated as follows:  
“Does the application of Synectics Model improve students' speaking ability in Senior High School?”.

#### *Objectives of the Study*

The objective of this study is to find out if the application of Synectics model could significantly improves student's speaking ability.

#### *Scope of the Study*

The subject matter of this study is limited on student's ability in speaking, develop communication, reasoning, express their idea orally and critical thinking skill in solving a problem.

#### *Significance of the Study*

The result of this study is expected to be useful for teacher and students especially in teaching and learning in improving speaking ability.

## Conceptual Framework

### *Concept of Speaking*

Speaking according to Chaney as quoted by Kayi is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. The goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Clark & Clark as quoted by Sinaga (2010:7) speaking is the form of oral language that is inevitably used to communicate ideas and feelings. Speaker use languages to communicate their ideas, most speaking involve interaction with one or more participants. In communicative output, the learners' main purpose is to get the goal of communication.

Based on the explanation, the writer makes a conclusion that speaking ability means the ability to use the target language appropriately in social interactions. An interaction here involves elements of speech as pronunciation, vocabulary, structure, and fluency for Senior High School level.

### *Purposes of Speaking*

Speaking according to Clark and Clark (1977:223) is fundamentally an instrument act. Speakers talk in order to have some effect on their listener.

Harmer (2003: 40) says that communication occurs because there are communicative purposes between speakers and listeners. The communication purposes for the speaker could be:

1. They want to say something.
2. They have some communicative purposes; speakers say something because they want something to happen as a result of what they say:
3. They selected from their language store. Speakers have an inventive capacity to create new sentences. In order to achieve these communicative purposes they will select the language they think is appropriate for this purpose.

### *Students' Achievement in Speaking*

In Oxford Advanced Learner's Dictionary of Current English (1995:10), achievement as a noun means, skill, ability and it derives from word "achieve" means 1) to success in reaching the particular goal, status, or standard, especially by effort, skill, courage, etc. 2) to succeed in doing something or causing to happen, while" achievement means 1) a thing done successfully especially with effort and skill, 2) the action or process of achieving something.

Based on <http://dictionary.reference.com/browse/achievement>, achievement is the act of achieving or performing an obtaining by exertion; successful performance; accomplish; as, the achievement of his object. It means that achievement can achieve by someone through a long learning process. From definitions above, the writer conclude that speaking achievement were a successful of students in their understanding about the materials orally to the listeners.

## *Model*

According to Bruce Joyce (1989 :13) the model is designed to lead the students to define problems, explore various perspectives on the problems, study together to master information, ideas, and skill – simultaneously developing their creative thinking and social competence.

Models of teaching were really models of learning. As we help a student acquire information, ideas, skills, values, ways of thinking, and means of expression themselves, we are also teaching them how to learn. How teaching is conducted has a large impact on students' abilities to educate themselves.

Successful teachers are not simply charismatic and persuasive presenters. Rather, they engage their students in robust cognitive and social task and teach the students how to use them productively. . The important point is that the model of the teaching can make a big revolution in teaching ways or can improving student's achievement especially in this case synectics model can improve student's speaking ability.

## *Concept of Synectics*

Based on (<http://dictionary.msn.com/find/entry.asp?search=synectics>) Synectics is a problem solving method that involves "the creative thinking of a group of people from different areas of experience and knowledge". What is unique about synectics is that it employs the use of metaphor and analogy to spark creativity. Synectics is a proven, structured process for obtaining creative problem solutions.

.Synectics were founded on thousand of hour's group process and group problem solving and decision making observation (Nolan, 1989). Developed first for use with "creativity groups" in industrial settings, Synectics was adapted by William Gordon (1961a) for use in elementary and secondary education.

Synectics is designed to help people "break set" in problem solving and writing activities and to gain new perspectives on topics from a wide range of fields. In classroom it is introduced to the students in a series of workshop or presentation class until they can apply the procedures individually and in cooperate groups. Although designed as a direct stimulus to creative thought, synectics has the side effect of promoting collaborative work and study skills and a feeling of camaraderie among the students.

Gordon grounds Synectics in four ideas that challenge conventional views about creativity. First, creativity is important in everyday activities. Most of us associate the creative process with the development of works or perhaps with a clever new invention. Second, creativity process is not all mysterious. It can be described, and it is possible to train persons directly to increase their creativity. Third, creativity invention is similar in all fields.

Gordon emphasizes creativity as part of our daily work and leisure lives. His model is designed to increase problem-solving capacity, creative expression, empathy , and knowledge into social relations.

In conclusion, Synectics is a group creative problem-solving. While the state can be an active by individual, synectics based a group process based on belief that the group is greater than any of its individual members. The man whole notion of connection making and building on others idea reties on group participation.

## **METHODOLOGY**

### *Research Design*

This research was appled by using Classroom Action Research. According to Ernest (2007:19) Classroom Action Research was an observation of every activities appearing consciously in the class. It was a way of practice and then analyzing them in order to make some decision about how the future practice should be. It is usually used for any sprockets relating to social practice and form of strategy to make improvement on something.

Naturally, classroom action research is applied to see improvement at certain number of cycles, if the research will not get a significant result yet; the research will still apply more cycle and give treatment in teaching and learning process until this method really can improve student's speaking ability.

Futher Kemmis and MC Taggart in Wiraatmaja (2005) explained that the characteristics of classroom action research is a dynamic process which is done in four stage cycle, namely the cycle of plan, action, observation and reflection.

Planning is the arrangement for doing something. In planning, it is considered everything which is related to the action that will be done and it also prepares everything that will be needed in teaching and learning process. Action is the process to doing something. It is the implementation of planning. Observation is purposed to find out information of action, such as the students' attitude even the obstacles to the observation should that happens. Reflection here means a feedback process from action which has been done before. Reflection has evaluative aspects to evaluate the effect of spacious issues the way to handle it. In this phase, the writer will do reflection based on the data whether the action can improve students' speaking skill.

### *Subject of Research*

The subject of this research were the second grade students of SMA SWASTA NURUL HASANAH where located on Jln. Amal Bakti No 69 B Tembung. Therefore, XIclass would be taken as subject of this research which consists of 24 students.

### *Instrument for Collecting Data*

In collecting the data, the researcher used diary notes, observation sheet, questionnaire and interview. The researcher used diary note to write the result observation classroom, whatever happens in the writer noticed written in the diary notes. Diary notes contain the writer's personal evaluation about the class and the progress of the project. Observation sheet will useful to know student's reaction and to see the development exciting since applying the model by showing video in the classroom.

## RESULTS AND DISCUSSION

The data in this study were acquired from qualitative and quantitative data. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way and therefore subjective. Quantitative is broadly used to describe what can be counted or measured, therefore it could be considered as objective.

The data analysis were used to describe and record the situation during the teaching and learning process so the researcher know the improvement of student's speaking ability trough the application of Synectics model.

Based on the research, it was proved that the data showed the mean of the students' score increased in every test. It means that the action, which were done successfully, and improved the students' speaking ability. it was supported by the mean of pre test was, the cycle I was and test cycle II was.

### Comparison of the Students' Score in Three Speaking Tests

Name of Test	Test I	Test II	Test III
Lowest Score	55	60	65
Highest Score	75	75	80
$\bar{x}$	45.20	68.79	77.83
N	24	24	24

It can be concluded that the students' speaking ability through Synectics model had increased from the mean of the first test was 45.20 to the mean of the last test 77.83 so the increase was 32.63.

The result of research, it was found that not all the students' score improved in each tests because some of them were still ashamed and lack vocabularies. From the orientation tests to test cycle I all of students score increased even though it was not satisfying. The researcher always gave the time to students to deliver questions and always moved around from chair to make students easier to ask if they need a help.

As a reflection, in the next cycle the researcher should improve her ability in teaching speaking through this model. The students admitted that they were enjoy learning by using Synectics model because they could share their ideas by speaking orally and become interested to practice their English in daily conversation in class or outside.

## CONCLUSION AND SUGGESTIONS

### *Conclusion*

After analyzing the data, conclusions are taking as following:

- a. The students' speaking ability was an improvement on the students' speaking by applying Synectics model supported from the qualitative and quantitative data.
- b. It is found that the good media, suitable teaching method could help students to be more active in teaching and learning process.

### *Suggestions*

In relation to the conclusions, suggestions are stated as the following:

- a. In teaching English its better to use Synectics model especially in teaching speaking because by applying this model students more active in teaching and learning process, because they should share their opinion or their argumentations with bravely, more active and be critical and also can helps the teacher in monitoring and encouraging the students so that the students can comprehend the material easily.
- b. It is also suggested to the reader who are interested for further study (students of university) related to this research, they should explore the knowledge to enlarge their understanding about how to improve speaking skill and search another references.

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